

# 2005 PAAP Mathematics Entry Slip for Content Standard

**C**

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

## STEP 1

Check the **ONE** Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

**Task Specific** ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

**Not Task Specific** ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

## STEP 2

Circle the **ONE** PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

## STEP 3

• Circle the **ONE** Content Standard and the **ONE** Performance Indicator used by the student to complete the work for this Content Standard Entry.

### MATHEMATICS

- |                                   |   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|---|
| A. Numbers & Numbers Sense        | 1 | 2 | 3 | 4 |   |   |
| B. Computation                    | 1 | 2 | 3 | 4 |   |   |
| © C. Data Analysis & Statistics   | ① | 2 | 3 | 4 | 5 |   |
| D. Probability                    | 1 | 2 | 3 | 4 |   |   |
| E. Geometry                       | 1 | 2 | 3 | 4 |   |   |
| F. Measurement                    | 1 | 2 | 3 |   |   |   |
| G. Patterns, Relations, Functions | 1 | 2 | 3 | 4 |   |   |
| H. Algebra Concepts               | 1 | 2 | 3 | 4 | 5 | 6 |
| I. Discrete Mathematics           | 1 | 2 | 3 | 4 |   |   |
| J. Mathematical Reasoning         | 1 | 2 |   |   |   |   |
| K. Mathematical Communication     | 1 | 2 |   |   |   |   |

## CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

# 2005 MEA PAAP Task Description # \_\_\_\_\_

Student Name: \_\_\_\_\_ Task Date: \_\_\_\_\_

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: C Performance Indicator: 1 Rubric Level: 1 Rubric Page# Math 7

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:

Selected Response ☒ Constructed Response ☐ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Daily Temperatures

Media

**Description of Task:** (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The student was involved in a two step weather project focused on collecting and arranging data. The **first task** for this Entry required the student to collect the outdoor temperature, morning and afternoon, for three days.

Teacher / student recorded the data on the template.  
(circle one)

## Prior Knowledge and Skills Required:

The student needed an understanding of how to read a thermometer. If student recorded the data, the opportunity to practice recording data on the template was needed.

**Teacher Role in Task:** (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

Instruction on pre-task activity topics noted above; monitoring of individual progress; provision of the templates for recording the data.

**Level of Assistance** (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

**Data Key:** (Define any symbols used for completion or correction of task.)

**% Correct** \_\_\_\_\_

\_\_\_\_\_ = correct

**Other Information:** (ex., Clarify how the point value of the task was determined.)

## Daily Temperatures

Record the **morning** temperatures for three days on Table A below.

**Table A**

Date	Morning Temperature

Record the **afternoon** temperatures for the same three days as above on Table B below.

**Table B**

Date	Afternoon Temperature

**% Correct** \_\_\_\_\_

# 2005 MEA PAAP Task Description # \_\_\_\_\_

Student Name: \_\_\_\_\_ Task Date: \_\_\_\_\_

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: C Performance Indicator: 1 Rubric Level: 1 Rubric Page# M7

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:

Selected Response ☒ Constructed Response ☐ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Daily Temperatures

Media

**Description of Task:** (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to arrange the temperature data that had been recorded for the first task on a template that was provided.

Teacher / student recorded the arranged data on the template.  
(circle one)

## Prior Knowledge and Skills Required:

The student needed to know how to read a thermometer and the concepts of cold and hot relative to temperatures on a thermometer. If student recorded the arranged data, the opportunity to practice recording and arranging data on the template was needed.

**Teacher Role in Task:** (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

Instruction on pre-task activity topics noted above; monitoring of individual progress; provision of the template for arranging the data.

**Level of Assistance** (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

**Data Key:** (Define any symbols used for completion or correction of task.)

\_\_\_\_\_ = correct

**% Correct** \_\_\_\_\_

**Other Information:** (ex., Clarify how the point value of the task was determined.)

# Daily Temperatures

Using the information that you recorded on Tables A and B from the 1st Task, arrange the temperatures from coldest to warmest, on the chart below.

Date						
A.M. or P.M.						
Temperature						

Coldest  Warmest

% Correct \_\_\_\_\_